

Baden-Powell and St Peter's Church of England Junior School

Mill Lane, Parkstone, Poole, BH14 8UL

Inspection dates 21–22 October 2014

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Good	2
Achievement of pupils		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The school benefits considerably from the exceptionally strong leadership of its headteacher. He has very successfully led the school through a period of considerable change. He is very well supported by other senior leaders.
- High-quality systems for managing and checking all aspects of the school's work ensure improvement planning is well targeted at weaker areas. These are then successfully addressed. The school is already tackling the weaker aspects identified during this inspection. It is exceptionally well placed to improve further.
- Pupils' achievement is good. Since the previous inspection, attainment in reading, writing and mathematics by Year 6 has remained high compared to most schools. Pupils' progress is accelerating.
- There are already some signs of excellence. The achievement of the most-able pupils in mathematics, and in reading for those pupils receiving additional funding, is outstanding.
- Effective strategies for improving teaching quality ensure this is uniformly at least good. Considerable strengths, such as in behaviour management, are seen in all classes. There is, however, still some variation in quality, although the proportion of outstanding teaching is rising.
- Support for pupils' spiritual, moral, social and cultural development is outstanding. Behaviour in lessons and around the school is excellent. This significantly supports pupils' learning.
- The school has excellent procedures to keep pupils safe and free from harm. Very positive relationships with staff and between pupils make it a very happy and safe place to be.
- Governors are strongly committed to the school. They are well informed, especially on teaching quality and pupils' progress. Governors support and challenge leaders well.

It is not yet an outstanding school because

- The quality of teaching, although improving well, is not yet outstanding.
- Recent reorganisation of middle leaders' and governors' roles means some aspects of their monitoring are not yet fully in place.
- Pupils' weaker handwriting and spelling skills limit their achievement in writing.
- The gap between the attainment of pupils receiving additional funding and the attainment levels expected by Year 6 has not closed as well in writing and mathematics as it has in reading.

Information about this inspection

- All teachers who were teaching during the inspection were observed. Some were joint observations with senior leaders. In addition, the inspection team made a number of other short visits to group or individual activities provided to help pupils who have fallen behind, catch up. Some of these sessions were led by teaching assistants. Inspectors also listened to a sample of pupils read, scrutinised a sample of pupils' written work and visited some extra-curricular activities.
- Meetings were held with pupils, members of the governing body, staff, including senior and middle managers, and a representative of the local authority.
- Inspectors took account of the 168 responses to the online questionnaire (Parent View) and results of the school's recent parental questionnaire. They also spoke to a small number of parents bringing their children to school.
- Responses from the 52 staff questionnaires were analysed.
- Inspectors observed the school's work and scrutinised a number of documents including the school's records on current pupils' progress, behaviour and attendance. They also looked at documents relating to planning, monitoring and safeguarding.

Inspection team

Diane Wilkinson, Lead inspector	Additional Inspector
Sue Hunnings	Additional Inspector
Keith Homewood	Additional Inspector
Roy Souter	Additional Inspector

Full report

Information about this school

- This is a much larger than average-sized junior school. There are six classes in each year group.
- Since the previous inspection, the school has changed considerably. In September 2012, it became a junior instead of a middle school, now admitting pupils from Year 3 to Year 6. At the same time, pupil numbers increased by 20%. Associated with this have been a considerable number of staff changes, especially at leadership level. The current headteacher and deputy headteacher have taken up post since the previous inspection.
- The proportion of disabled pupils and those with special educational needs is below the national average.
- Most pupils are from White British backgrounds. The proportion of pupils from minority ethnic backgrounds is well below average, as is the proportion of pupils who speak English as an additional language.
- The proportion of pupils eligible for the additional funding known as the pupil premium is below average, although it has more than doubled since the previous inspection. This funding is to provide extra support for pupils known to be eligible for free school meals and to children who are looked after.
- The school provides before and after school and holiday care called 'Superstars'. This was inspected separately two years ago.
- In conjunction with a local provider, the school provides teacher training.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Improve pupils' achievement further and increase the proportion of outstanding teaching, especially by:
 - ensuring that the most-able pupils achieve as well in reading and writing as they do in mathematics, and that pupils learn to write neatly and spell accurately at a younger age
 - building on the work in place to help pupils in receipt of additional funding to close the attainment gap in writing and mathematics as well as they have in reading.
- Extend the effectiveness of year leaders' and governors' monitoring and support and:
 - provide more opportunities for year leaders to check pupils' learning during lessons
 - place more emphasis on checking the progress of school improvement priorities during governors' visits.

Inspection judgements

The leadership and management are good

- The headteacher is extremely successful in creating a culture that strives for excellence. This has ensured that, despite the considerable changes since the previous inspection, pupils' progress and attainment has not declined and, over the past year, has risen well.
- The headteacher's strength is matched with an ability to choose and foster strong leaders to support him in his work. Although leaders and governors recognise their ambition is not yet fully achieved, their success is clearly apparent in the rising proportion of outstanding teaching and learning, with areas of excellence in pupils' achievement.
- To support leaders' work, very effective procedures are in place to rigorously check the effect that teaching has on pupils' progress. Leaders hold regular meetings with staff to discuss pupils' progress. They then put strategies into place swiftly, to resolve them.
- A weekly programme of classroom monitoring provides evidence to leaders of what is effective teaching in lessons and what needs improvement. However, as a result of the considerable changes in teaching staff the full effect of the excellent monitoring of teaching quality and support for teachers is not yet apparent.
- Checks made by subject leaders are very good. Year leaders examine the work of their year group well through scrutinising planning and pupils' work. They have yet to check learning during lessons.
- The school is strongly committed to promoting equality of opportunity, fostering good relationships and tackling discrimination. Safeguarding is given high priority, with staff well trained in this aspect, for example in child protection. The school constantly seek parents' views about safety. They respond to these views swiftly. All procedures fully meet requirements.
- The curriculum has been adapted well to meet new government requirements and also the needs of the full range of pupils in the school. Programmes to support pupils' spiritual, moral, social and cultural development are outstanding. For example, assemblies are highly spiritual and reflective occasions.
- There are excellent opportunities for learning about western culture, for example in the outstanding music activities provided. This is backed up by a very good programme for learning about other cultures and religions. Pupils are very well prepared for life in a diverse British and global society.
- The school has a very productive partnership with parents. They are well informed about the school's work and their children's progress. Parents support the school well, including by helping with homework.
- Additional funding is used to good effect to improve pupils' learning and well-being. The extra resources, activities, and skilled teaching and support funded by the pupil premium help to close the attainment gap well. The sports fund grant is also used effectively to provide expert coaching and a wide range of sports activities that greatly enhance pupils' enjoyment, participation in sport and their well-being.
- Leaders and governors have valued the support provided by the local authority during the change from being a middle to a junior school. They are keen to access local authority advice and challenge to support further improvement.
- **The governance of the school:**
 - Governors fulfil their statutory duties well, especially in holding leaders to account for improving pupils' progress. Excellent procedures are in place to support teachers' good and improving performance. Governors are well informed about national and school achievement data which allows governors to compare the school with other schools locally and nationally. The governing body only approves salary increases for good performance. In this area particularly, the recent reorganisation of the governing body has ensured there is excellent capacity to challenge leaders. Very regular visits to the school help governors to keep a close check on the quality of teaching and learning in lessons. Extending governors' first-hand monitoring to focus more on improvement strategies is a current priority. Governors' strong commitment to maintain good value for money ensures they keep a close check on additional funding and hold leaders to account well for the way this is used.

The behaviour and safety of pupils are outstanding**Behaviour**

- The behaviour of pupils is outstanding. This makes a major contribution to their achievement.
- There is virtually no low-level disruption in lessons and learning is very rarely interrupted. Rather, pupils develop a thirst for learning and are very keen to listen carefully to adults or each other, and work very hard, wasting little time.
- Pupils' great enjoyment of school is evident in all activities and attendance levels are consistently high.
- Pupils recognise that staff want them to do their very best and there is an outstanding learning ethos in all classes. Pupils themselves take this on board too and develop an excellent capacity for learning. In this, they are exceptionally well prepared for secondary school.
- In assemblies and around school, pupils' behaviour is always exemplary. They are polite and friendly towards visitors, and very supportive of each other in lesson activities and on the playground.
- The very small number of pupils who find good behaviour difficult are supported exceptionally well and their behaviour improves very well over time.

Safety

- The school's work to keep pupils safe and secure is outstanding. The school's commitment to fostering good relationships and discouraging discrimination is present in all aspects of its work.
- Pupils have an excellent awareness of the rights and responsibilities of themselves and others. They take their responsibilities very seriously, for example through the work of the school council. Their understanding of and commitment to British values such as those of fairness and tolerance is excellent.
- Relationships throughout the whole-school community are outstanding. Bullying in any form is extremely rare and pupils report inappropriate behaviour is always dealt with speedily and successfully. They are very thoughtful and helpful to any pupil who may be upset, lonely or struggling with their work.
- Staff take great care to ensure pupils are well prepared for any hazards they may face in or out of school. Pupils' understanding of how to keep safe when using the internet is excellent.

The quality of teaching is good

- Teaching is uniformly good because leaders set out clear guidelines for what is expected in learning activities and rigorously check to ensure these are followed.
- Challenging activities that help pupils, whatever their needs or talents, to make good progress are consistently planned in all classes. Ongoing advice and support provided throughout lessons is very good. Staff swiftly correct pupils' errors or move them on to more challenging work if they have learnt quickly.
- Very challenging activities and excellent support help the most-able pupils lead to their exceptionally good learning in mathematics. Their learning is not as good in reading and writing because the levels of challenge are not as high and support is not as good.
- A key feature in helping to raise achievement is that pupils are consistently encouraged to develop a deep understanding of their learning. This helps them to become skilled at discussing their learning with a partner and sharing their ideas in whole-class discussions. This approach encourages pupils to take risks, learn from their mistakes and continually look for the most effective way of learning. Finding the 'cheats way' (quickest way) of solving a mathematical problem is one reason why so many pupils become high attainers in this subject.
- Those pupils, who find learning difficult, attend small-group or individual activities that have been very well tailored to their needs. Over the last year this strategy has helped pupils to make up ground quickly. Teaching assistants make an important contribution to pupils' success.
- Additional funding has been used especially well to provide high quality teaching in reading for those pupils who are known to be eligible. As a result, the gap between attainment in reading between eligible pupils and their peers has closed. In the past, funding was not used as effectively to close the gaps in attainment between disadvantaged pupils and the others in writing and mathematics. The school is now focused rightly on ensuring this is being rectified.
- Recent improvement in the procedures for marking pupils' writing has resulted in pupils' better use of language and higher standards. As a result, pupils construct stories and other forms of writing exceptionally well. However, not all teachers have high enough expectations of the presentation of pupils' work. Handwriting and spelling weaknesses are not addressed quickly enough. Enhancing the marking of mathematics work is a current improvement priority.
- Arrangements for homework support pupils' learning well, with a homework club provided for pupils who

find it difficult to complete their work at home. The longer-term tasks, for example writing a book, allow pupils of all abilities to 'shine' and high-quality work is produced as a result.

The achievement of pupils

is good

- Attainment on entry is above average, but since the change of age range and increase in pupils on roll, the proportion of pupils entering the school at levels above those expected for their age has decreased.
- Despite these changes, inspection evidence clearly shows that the school has maintained the good achievement in reading, writing and mathematics seen at the last inspection and attainment, by Year 6, has consistently remained high.
- Some pupils entering the school have weaker skills in phonics (the sounds letters make) than in the past. The school has placed a strong emphasis on improving these. This has been very successful. Excellent phonics learning, in a group led by a teaching assistant, was observed during the inspection and pupils catch up rapidly on this aspect. As a result, by Year 6, most pupils read a wide range of texts with enjoyment, easily understand the plot and discuss the different features of their favourite authors.
- The quality of vocabulary pupils use in their writing is excellent. By Year 6, their stories are very well crafted and enjoyable to read. They are excellent at setting a scene, for example as a 'diary entry' for a member of Shackleton's crew on his last voyage. However, often, their work is spoiled by untidy handwriting and inaccurate spelling, even of simple words. While this does improve by Year 6, it is not tackled early enough and limits attainment, especially of the most able.
- The school has embraced the requirements of the new mathematics curriculum especially well so that, by Year 6, most pupils have a very secure understanding of different concepts and apply their skills well when working with measures, data or in problem solving.
- Pupils greatly enjoy mathematics, pushing themselves even harder than their teachers expect. As a result, the proportion of pupils attaining very high standards is much higher than in most schools. Leaders are now focusing on ensuring that those pupils who are at risk of underachieving do equally as well in this subject.
- Both boys and girls achieve equally well and it was noted during the inspection that there is a good balance of boys and girls in the middle- and higher ability groups. The few pupils from ethnic minorities and those learning to speak English as an additional language achieve as well as their classmates. The most-able pupils achieve well and the proportion attaining the higher Level 5 in national assessments is consistently above average. Their achievement in mathematics is outstanding and the proportion attaining Level 6 is much higher than in most schools. Fewer pupils attain Level 6 in reading and writing compared with mathematics and the achievement of the most able in these subjects is not as high.
- Disabled pupils and those with special educational needs achieve well. The school strives to ensure that they attain as well as they can and, where possible, these pupils reach the levels expected for their age by Year 6.
- The achievement of pupils in receipt of additional funding is at least good, and outstanding in reading. Their attainment gap is closing well on the attainment levels expected by the end of Year 6. It has closed completely in reading where their attainment is already average. In writing, they are about one and a half terms behind the national average and a term behind in mathematics.
- When compared to their classmates, pupils in receipt of additional funding are further behind because attainment in this school is so high. They are one and a half terms behind in reading, two terms in writing and over a year in mathematics.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	113792
Local authority	Poole
Inspection number	449337

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Junior
School category	Voluntary controlled
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	740
Appropriate authority	The governing body
Chair	Father Michael Camp
Headteacher	Paul Howieson
Date of previous school inspection	7–8 October 2009
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